DOCUMENT RESUME

ED 448 131 SP 039 644

AUTHOR O'Neal, Marcia R.; McLean, James E.; Pankratz, Roger; Craig, James

TITLE Evaluation of the Renaissance Project for Improving Teacher Quality.

PUB DATE 2000-11-00

NOTE 36p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Bowling Green, KY, November 15-17, 2000).

PUB TYPE Reports - Evaluative (142) -- Speeches/Meeting Papers (150)

EDRS PRICE MF01/PC02 Plus Postage.

DESCRIPTORS Accountability; *Educational Improvement; *Educational Quality; Elementary Secondary Education; Higher Education; Mentors; Preservice Teacher Education; Program Evaluation; School Business Relationship; Student Teachers; Student Teaching; Teacher Competencies; *Teacher Effectiveness; Teacher Improvement

ABSTRACT

This paper describes the evaluation of the Renaissance Project for Improving Teacher Quality. The Renaissance Group is a national consortium of 16 colleges and universities committed to improving teacher education. Ten of these institutions, in collaboration with their schools of arts and sciences and their partner schools, have engaged in the 5-year project to reform their teacher education programs. The project includes a comprehensive evaluation component that responds to the unique character of each program. The study includes performance data from teacher candidates and partner school students; teacher candidate ratings by higher education and partner school faculty; classroom observations within teacher education and partner school classrooms; surveys and interviews with teacher candidates, higher education and partner school faculty, and business partners on project accomplishments; demographic data; document analysis; and site visits. Year 1 accomplishments include developing a system to track candidate performance at admissions, pre-student teaching, exit, and first year; developing a mentoring team model with adaptations for each site; identifying local business partners; and developing a dedicated project Web site. Three appendixes present: the overall 5-year project objectives and progress indicators; year 1 project activities and evaluation tasks; and a description of the project. (SM)

Reproductions supplied by EDRS are the best that can be made
from the original document.

ED 448 131

Evaluation of the Renaissance Project for Improving Teacher Quality

Marcia R. O'Neal, University of Alabama at Birmingham
James E. McLean, East Tennessee State University
Roger Pankratz, Western Kentucky University
James Craig, Western Kentucky University

BEST COPY AVAILABLE

Paper presented at the Annual Meeting of the Mid-South Educational Research Association, November 15-17, 2000, Bowling Green, Kentucky

SP039944

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY
M.R. O'Neal
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
☐ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

Introduction

The Renaissance Group is a national consortium of 16 colleges and universities with a major commitment to improving teacher education. Ten of those institutions in nine states, in collaboration with their schools of arts and sciences and their partner schools, have engaged in a five-year project, funded through the Title II Partnership Grants for Improving Teacher Quality, to reform their teacher education programs. The ten participating institutions include the following:

California State University, Fresno
Eastern Michigan University
Emporia State University (Kansas)
Kentucky State University
Longwood College (Virginia)
Middle Tennessee State University
Millersville University (Pennsylvania)
Southeast Missouri State University
University of Northern Iowa
Western Kentucky University

The Renaissance Group had already developed a set of eleven principles to provide the framework for best practice in teacher education. Seven of those principles relate directly to the project.

- Teacher education is an all-campus responsibility.
- University faculty and practitioners are related professionals who share the responsibility for the initial preparation of teachers.
- The initial preparation of teachers is integrated throughout the student's university experience and includes general education, in-depth subject matter preparation, and both general and content-specific preparation in teaching methodology.
- The education of teachers incorporates extensive and sequenced field and clinical experiences in diverse settings.
- Teachers are prepared to be effective in a variety of contexts. Effective learner outcomes characterize the program to educate teachers.
- The continuing professional development of teachers and other education personnel is the shared responsibility of the individual, the university faculty, and other education professionals.
- The university prepares teachers to appropriately employ technology and interactive strategies to promote student learning. (Western Kentucky University, 1999, page 2)

Project Goals and Objectives

Major goals of the project include (1) becoming accountable for the impact of teacher education graduates on student learning, (2) linking teacher performance to student learning, and (3) increasing the capacity of teacher candidates to facilitate learning of all students (Renaissance Group, 1999)

The goals are to be achieved by employing six strategies with a set of core elements common to all 10 institutions. Based on the partnership's vision to change their initial teacher preparation and professional development programs from a focus on teaching to a focus on learning, the six strategies include the development of an accountability system, the use of teacher work sample methodology (TWSM) and mentoring teams, the creation of business partnerships, the establishment and maintenance of a web site and an electronic communication network, and the dissemination of research related to the project and its goals. The strategies have been translated into project objectives.

Objective 1: Each of the ten Renaissance Group institutions will develop an accountability system that regularly collects and reports on the impact of teacher candidates and graduates on student learning.

Objective 2: Each of the ten Renaissance Group institutions will develop and establish a process whereby teacher candidates demonstrate they can design and implement instruction that facilitates learning of all children and are able to provide credible evidence of student progress.

Objective 3: Each of the ten Renaissance Group institutions will develop and establish mentoring teams who will assist teacher candidates in designing and implementing highly effective units of instruction in specific content areas and assessing the learning progress of all students. Mentoring teams will include arts and sciences faculty, teacher educators and school practitioners.

Objective 4: Each of the ten Renaissance Group institutions will develop and operate partnerships that utilize the expertise and resources of private business for determining what graduates should know and be able to do, professional development, mentoring of learners, communication with the private sector and developing support for continuous improvement of education.

Objective 5: The Renaissance Group will develop, operate and sustain an interactive network across all participating partnership institutions and their partner schools to communicate and exchange ideas, information and program materials related to improving teacher quality.

Objective 6: The Renaissance Group will develop and establish a research and dissemination program among institutions and partner schools that collects and reports data on innovative practices, addresses research questions on the relationship of teacher performance to student learning and reports progress on institutional accountability for the impact of graduates on student learning. (Project Summary, 2000, pp. 1-10)

Further elaboration of the objectives can be found in Appendix A.

Evaluation Design

The project includes a comprehensive evaluation component that responds to the unique character of the program. A number of process and product components are part of the evaluation, which was designed to satisfy requirements of the funding source, as well as the needs of the partner institutions as they make decisions about program success and modifications in program design. The Center for Educational Accountability is conducting the evaluation to determine the extent to which the objectives have been accomplished and the changed focus has impacted institutions, teacher candidates, and student performance. Methods employed to measure achievement of the objectives include:

Performance Data from both teacher candidates and partner school students will be used to measure changes in performance. These data will consist of such measures as teacher candidate products, TWSM results, and traditional achievement measures.

Ratings by both higher education and partner school faculty will provide information on the performance of teacher candidates.

Classroom Observations within both teacher education and partner school classrooms will be designed to examine the extent to which teacher education programs undergo changes as a result of this initiative.

Surveys and Interviews will be used to solicit opinions from teacher candidates, higher education and partner school faculty, and business partners on accomplishment of project objectives as well as the impact of the changes on schools, students, and the quality of teacher education.

Demographic Data will provide indicators of the accomplishment of objectives related to training and program implementation.

Document Analyses will include (1) materials substantiating participation and activities of partners, including the extent and types of communications, activities of the partners; (2) teacher education curriculum materials that reflect accomplishment of proposed objectives; (3) evidence substantiating partner efforts to encourage the conduct and dissemination of research; (4) publications and presentations substantiating dissemination of research and program results.

Site visits will be used to conduct interviews with key players, conduct classroom observations, observe TWSM training, and attend partnership conferences. Site visits will consist of one visit to the lead institution (Western Kentucky University) during each year of the project. In addition, each Renaissance Group Partnership site will be visited once over the period of the project. Timing of the visits will be coordinated with the lead institution and with the institution being visited. For institutions taking leadership roles on one or more of the objectives, timing will be based in part on the activities associated with that particular objective. Evaluation staff will also observe TWSM training and attend fall and spring Renaissance Group Partnership conferences.

Year 1 evaluation activities for each project objective are further specified in Appendix B.

Preliminary Results

Thus far, evaluators in the Center for Educational Accountability have attended training and planning meetings of the Renaissance Partnership and are (a) receiving and analyzing documents produced by the partnership, (b) preparing a narrative analysis of training, (c) preparing a narrative analysis of planning activities, (d) reviewing the project's web site, and (e) developing survey instruments as outlined in the evaluation plan. A project summary, produced by the partnership and reviewed by the evaluators reported progress through April 2000 (Project Summary, 2000). Excerpts from the project summary are reported below.

Objective 1: Each of the ten Renaissance Group institutions will develop an accountability system that regularly collects and reports on the impact of teacher candidates and graduates on student learning.

Each institution was to produce an accountability plan during Year 1. Progress is summarized below.

Institution	*Progress*
California State University at Fresno	Periodic meetings of Assessment Coordinator, TWSM Coordinator, Mentoring Coordinator and School Coordinator to develop elements of accountability plan. Accountability plan formalized in January 2000. Requirements of California Standard incorporated into plan.
Eastern Michigan University	Proposed plan developed and is being shared with arts and science, schools and business partners. Specific data to be collected has been identified.
Emporia State University	More than 20 meetings were held on campus, in schools and across the university to plan accountability model. Model has been developed and will be piloted with six professional development schools in Year 2 of project.
Kentucky State University	Has a five year accountability plan developed this year for NCATE accreditation. Will need to modify plan to include all data required for Title II project.
Longwood College	Elements of Longwood's accountability system have been agreed to by steering committee and data collection to begin in Year 2.
Middle Tennessee State University	Assessment Coordinator attended both planning meetings in St. Louis and has discussed framework with project planning committee. In Fall 2000, Assessment Coordinator will be given release time to design system and begin collecting data.
Millersville University	Accountability plan is in developmental stage. There has been a turnover in the Assessment Coordinator and new Coordinator is working to "catch up" on this objective.
Southeast Missouri State University	Assessment Coordinator has been the lead faculty for accountability plan. The Renaissance framework is being incorporated into SEMO's plan. Some standardized student data will be available for follow-up of graduates.
University of Northern Iowa	Accountability plan is in development. A major work session is scheduled for May.
Western Kentucky University	At least four meetings were held with project staff, university data managers and Kentucky Standards Board staff to design system that addresses all needs for data. A draft model has been developed and is being circulated among teacher education and arts and science faculty. (See Exhibit 1A)

Objective 2: Each of the ten Renaissance Group institutions will develop and establish a process whereby teacher candidates demonstrate they can design and implement instruction that facilitates learning of all children and are able to provide credible evidence of student progress.

Teacher Work Sample Methodology is a key component of the project. It is the framework within which "teacher candidates plan and teach academic units and produce credible evidence that they can facilitate learning for all students in their classes" (Schalock, as cited in Western Kentucky University, 1999, p. 6).

Teacher Work Samples have seven portfolio products for a K-12 unit of instruction: learning targets, learning context, assessment plan, instructional design, teaching/learning process, analysis of learning results and evaluation of teaching and learning. There are scoring rubrics for each of the seven portfolio products. Candidates must be accountable for student learning of content knowledge.

Summary of Progress on Objective 2: After Phase I training of Trainers in Iowa and Phase II training at Western Oregon, Assessment Coordinators and lead faculty from project institutions agreed to adapt the concepts from the Western Oregon Teacher Work Sample Methodology and design their own Renaissance Teacher Work Sample Model. For more information, see "Part V. Supplemental Information and Changes". The services of Amy Colton and Julie Hirschler from the Education Development Center at Boston, who are working on prompts and scoring rubrics for the National Board for Professional Teaching Standards, have developed draft prompts for student teachers and scoring rubrics that are being revised. These will be reviewed at the mentoring team training of Trainers in May and June. Lead faculty and practitioners at each site have agreed to three levels of training in the Renaissance Teacher Work Sample Model: 1) Phase I orientation of all teacher education faculty, participating arts and science faculty and practitioners in partner schools; 2) Phase II training in the concepts of the Teacher Work Sample Model for university faculty and practitioners directly involved in teacher preparation, and 3) in-depth training in the use of prompts and scoring rubrics for mentoring teams that will pilot the RTWSM in Year 2. Project sites are at different stages of Phase I orientation and have plans for Phase II and scoring training later this year.

A summary of progress at local sites is shown in the table below.

Institution	*Progress*
California State University at Fresno	Phase I training for Teacher Work Sample Model developed and implemented February through April. 102 teacher education faculty; 14 arts and science faculty; 125 school practitioners. Phase II training scheduled for Summer 2000
Eastern Michigan University	Phase I training completed. 116 teacher education faculty; 33 arts and science faculty; 15 school administrators, 30 program committee members. Phase II training is scheduled for Summer 2000
Emporia State University	Phase I training for all elementary teacher education faculty completed. 15 arts and science faculty and 10 department chairs from the Teachers College; 4 teachers scheduled for May training. Phase II training scheduled for three Emporia schools and five Olathe schools in Summer 2000
Kentucky State University	Has a small program but orientation has been provided one on one and at department meetings by Assessment Coordinator. Phase II training is scheduled for Summer 2000. 6 arts and sciences faculty, 9 teacher education faculty and 6 school administrators.
Longwood College	Orientation Phase I training scheduled for May. Phase II training is scheduled for September 2000.
Middle Tennessee State University	Phase I orientation training scheduled for April and May. Phase II training is scheduled for Summer 2000. 3 teacher education, 4 arts and science faculty and 4 school practitioners are on the planning committee.
Millersville University	Phase I orientation of TWSM completed with 30 faculty. More sessions are scheduled with arts and science faculty and school practitioners in April 2000. Phase II training is scheduled for Summer 2000.
Southeast Missouri State University	Phase I training completed. 20 teacher education, 8 arts and science faculty, 15 school administrators. Phase II and III scheduled for Summer 2000. Phase II expected to involve 60 professionals.
University of Northern Iowa	Orientation has been mainly with the Governance Council, Dean of Education, Dean of Sciences, school administrators, business partners and faculty representatives. Teachers and student representatives are to be added. Additional orientation sessions are scheduled for May. Phase II training scheduled for late Summer 2000.
Western Kentucky University	Orientation completed with 42 teacher education faculty, 13 school practitioners. 15 arts and science faculty have been oriented to TWSM in New Standards Program. More Phase I training scheduled for April and May. Phase II TWSM training is scheduled for Summer 2000.

Objective 3: Each of the ten Renaissance Group institutions will develop and establish mentoring teams who will assist teacher candidates in designing and implementing highly effective units of instruction in specific content areas and assessing the learning progress of all students. Mentoring teams will include arts and sciences faculty, teacher educators and school practitioners.

The Team Mentoring Model is the primary vehicle in this project for interaction between arts and science faculty, teacher educators and school practitioners focused on improved student learning. Learning to work together to develop exemplary Teacher Work Samples themselves and then mentor student teachers is seen as a major professional development activity for teacher educators, school practitioners and arts and science faculty.

Summary of Progress on Objective 3: A draft of team mentoring model and training program has been developed and is under review by project sites. All sites have agreed to piloting the team mentoring model along with Renaissance Teacher Work Sample Model in Year 2 of the project. Trainers were sent to either the May 12 and 13 mentoring training in St. Louis or the June 8 and 9 mentoring training in

Asheville, North Carolina. Surveys of participants following training indicated generally high ratings of the training sessions as well as a better understanding of components following training.

Objective 4: Each of the ten Renaissance Group institutions will develop and operate partnerships that utilize the expertise and resources of private business for determining what graduates should know and be able to do, professional development, mentoring of learners, communication with the private sector and developing support for continuous improvement of education.

Summary of Progress on Objective 4: All sites identified business partners for the proposal and most sites have included their local business partners in planning. The development of a consortium Renaissance model and commitment is behind the schedule planned for Year 1 because Presidents, Provosts and Deans had to be involved and make commitments to this effort. Since these role groups come together only once a year at the fall conference a major event is being planned for October 27 and 28 of 2000 in Washington, DC. Our plan is to have each site bring the CEO's of their business partners to Washington to hear first hand from the CEO's that have been leaders in the Kentucky education reform from Humana, Inc., Ashland Oil and the United Parcel Service. The Project Director, Roger Pankratz, is scheduled to meet with the Executive Committee of the Renaissance group on April 27 to discuss Objective 4 on business partnerships. The purpose is to get Presidents, Provosts and Deans thinking about business partners beyond only a funding source and University Administrators need to hear this from experienced CEO's that have established a new model in Kentucky.

Objective 5: The Renaissance Group will develop, operate and sustain an interactive network across all participating partnership institutions and their partner schools to communicate and exchange ideas, information and program materials related to improving teacher quality.

The University of Northern Iowa has established a dedicated website and has reformatted the earlier home page to add features and make it more user friendly. The address of the dedicated website is: "http://www.emporia.edu/rengroup/conf/htm".

The website developed for The Renaissance Partnership for Improving Teacher Quality includes background on grant/project, participant information, resources, upcoming events and chat room. The website will be totally functioning and newly remodeled by April 18. Six meetings occurred with the creator of the website: Dates were: January 13, January 27, February 11, March 7, March 24, March 30 and one is scheduled for April 17. The early meetings addressed the substance and content of website. The last few meetings addressed the appearance and format of website (hence.....the remodeling based on a whole new look and theme) A collection of additional websites and sources is now being compiled to be included in the resource link of the website. Additional ways to serve the informational and organizational needs are being solicited. Input will be provided to UNI at the May 12 -13 St. Louis mentoring training in addition to direct E-mail correspondence with each of the other 9 institution contact person. This E-mail input began April 5.

- The website has the capabilities to record use of website by function and user group.
- The establishment of a functioning website is a benchmark.
- Original plan was to have website up and functional by end of first year. This has been accomplished.

Objective 6: The Renaissance Group will develop and establish a research and dissemination program among institutions and partner schools that collects and reports data on innovative practices, addresses research questions on the relationship of teacher performance to student learning and reports progress on institutional accountability for the impact of graduates on student learning.

- Emporia State has set up new home page for Renaissance Group and established links to project sites.
- List of priority research questions is being circulated
- A database list is being circulated to determine what common data can be collected from all projects for research purposes.
- Interest in specific research projects is being solicited
- Assessment Coordinators have taken responsibility for organizing reporting of project progress and successes to major professional organizations (i.e., ATE, AACTE and AERA).

Additional Findings

The summary report provided by the partnership included several additional findings.

Unanticipated Challenges:

- The Western Oregon Teacher Work Sample has required more development than projected in the proposal.
- Recruitment involvement of arts and science faculty in teacher preparation and development requires time, effort and resources.
- The capacity for development and leadership across the ten institutions in the project to improve teacher quality varies widely.
- Finding adequate resources for development and testing of the Renaissance Teacher Work Sample Model remains a challenge for Year 2 and beyond.

Unanticipated Strengths:

- The Renaissance Partnership for Improving Teacher Quality has been a catalyst and support for change beyond the ten project institutions and partner schools.
- The ten years of history of building relationships among Presidents, Provosts and Deans in the Renaissance Group is proving added strength and support to this project.
- The Renaissance Partnership for Improving Teacher Quality has received regional and national attention.
- Renaissance Partnership for Improving Teacher Quality is being integrated with other initiatives on campus to share resources and increase overall results.

Concluding Remarks

As findings have indicated, the first year of the project was not without its challenges. However, notable progress has been made, and participants are enthusiastic and motivated. As the project enters its second year, activities and plans have been adjusted based on findings from the first year. Progress in the accomplishment of stated objectives will continue to be monitored and reported. For further information, a brief project description and current status summary can be found in Appendix C.

References

Renaissance Partnership for Improving Teacher Quality (2000, May). Teacher Work Sample Model and Team Mentoring Workshop. St. Louis, Missouri.

Western Kentucky University, (1999, July). Improving Teacher Quality Through Partnerships that Connect Teacher Performance to Student Learning. Proposal submitted to the Teacher Quality Enhancement Grants Program, Title II, Higher Education Act.

Appendix A
Overall Five-Year Project Objectives and Indicators of Progress

12

Overall Five-Year Project Objectives and Indicators of Progress

Objective 1: Each of the ten Renaissance Group institutions will develop an accountability system that regularly collects and reports on the impact of teacher candidates and graduates on student learning.

Expected Outcomes	Indicators	Sources, Periodicity, and Next Update
Teacher preparation programs will shift their focus from teaching and instruction to student learning.	An accountability system will be developed at each institution in the first year.	Accountability System Design Document (2000)
	Data collection instruments will be developed and piloted in the second year.	Data collection instruments (2001)
	Data will be collected and reported in the third and fourth years.	Results of data analysis and reporting (2002 and 2003)
	Accountability system data will be used to make program changes in the third and fourth years.	Documents reporting uses of data and program changes made based on data (2002 and 2003)
	An accountability system will be in place at each institution by the fifth year.	Accountability System Procedures and Reporting Documents (2004)
Teacher performance will be more closely linked to student learning.	Data collected and reported will include evidence of student learning and its links to teacher performance.	Results of data analysis and reporting (2002, 2003, and 2004)
Teacher candidates' ability to facilitate learning of all students will improve.	Student learning will improve over the period of the project.	Student performance data (baseline and annually for the period of the project)
The credibility of teacher preparation programs will improve in the eyes of their constituents.	Higher education and partner school faculty will perceive teacher candidates as better prepared to facilitate and assess student learning over the period of the project.	Surveys (e.g., attitude scales) of higher education and partner school faculty on the effectiveness of the accountability system (baseline and annually for the period of the project)

Overall Five-Year Project Objectives and Indicators of Progress

Objective 2: Each of the ten Renaissance Group institutions will develop and establish a process whereby teacher candidates demonstrate they can design and implement instruction that facilitates learning of all children and are able to provide credible evidence of student progress.

Expected Outcomes	Indicators	Sources, Periodicity, and Next Update
Teacher candidates will change the way they think about teaching and learning for themselves and for their students.	The number of teacher candidates whose attitudes reflect a focus on student learning will increase.	Surveys (e.g., attitude scales or semantic differentials) of teacher candidates (annually beginning in 2002)
Teacher candidates will become more sensitive to the need of different strategies for different students. Teacher candidates will become more skilled in diagnosis and assessment of student progress.	The number of teacher candidates implementing the all of the core elements of TWSM will increase. Student learning will improve over the period of the project.	Number of teacher candidates using TWSM (annually beginning in 2002) Classroom observations of teacher candidates (annually beginning in 2002) Ratings of teacher candidates by partner school practitioners (annually beginning in 2002) Student performance data (baseline and annually for the period of the project)
Teacher education programs will place more emphasis on specific strategies to achieve student learning of content standards and ways to measure learning progress toward these standards.	All faculty will be oriented and trained in TWSM in the first year. At least one third of the programs will be adapted to use TWSM in the second year. At least two thirds of the programs will be adapted to use TWSM and at least one third of the programs will pilot TWSM in the third year. All programs will be adapted to use TWSM and at least two thirds of the programs will pilot and/or use TWSM in the fourth year. All programs will be using TWSM in the fifth year.	Number of programs training in, piloting, and using TWSM (annually for the period of the project) Number of faculty trained (annually for the period of the project) Surveys (e.g., attitudes scales or semantic differentials) of higher education and partner school faculty on the extent and success of implementation of TWSM (annually for the period of the project) Descriptions of program change (as produced and at the end of the project)

Overall Five-Year Project Objectives and Indicators of Progress

Objective 3: Each of the ten Renaissance Group institutions will develop and establish mentoring teams who will assist teacher candidates in designing and implementing highly effective units of instruction in specific content areas and assessing the learning progress of all students. Mentoring teams will include arts and sciences faculty, teacher educators and school practitioners.

Expected Outcomes	Indicators	Sources, Periodicity, and Next Update
Teacher candidates will learn how to use mentors/consultants to develop their teaching abilities to facilitate student learning.	A mentoring model will be selected or designed, lead faculty will be trained, and all faculty will be oriented in the first year. Arts and sciences faculty, school practitioners, and teacher educators will be recruited for mentoring teams, and limited pilot testing will be done in the second year. At least one third of the programs will be piloted in the third year. At least two thirds of the programs will be using mentoring in the fourth year. All programs will be using mentoring in the fifth year.	Number of institutions developing a mentoring model (2000 and 2001) Number of faculty oriented and trained (2000 and 2001) Number of mentoring teams formed (annually beginning in 2001) Surveys (e.g., attitude scales or semantic differentials) of faculty, practitioners, and teacher candidates on their use and opinions of the mentoring model (annually beginning in 2002)
Teacher performance related to their ability to facilitate learning for all students in high-need schools will increase.	The quality of teacher exhibits will improve over the period of the project. Student performance will improve over the period of the project	Content analysis of teacher exhibits (baseline in 2001 and annually beginning in 2002) Ratings of teacher exhibits by higher education faculty and partner school practitioners (baseline in 2001 and annually beginning in 2002) Student performance data (baseline and annually for the period of the project)

Expected Outcomes	Indicators	Sources, Periodicity, and Next Update
Active collaboration between arts and sciences and teacher education faculty will increase.	The number of arts and sciences faculty involved in the program will increase. The arts and sciences faculty involvement will be of high quality.	Number of arts and sciences faculty on mentoring teams (annually beginning in 2001) Surveys (e.g., attitude scales or semantic differentials) of higher education faculty, partner school practitioners, and teacher candidates on the level and nature of participation of arts and sciences faculty (annually beginning in 2001)
Measurable professional development will occur for arts and sciences faculty, teacher education faculty, school practitioners, and the teacher candidate as a result of the mentoring program.	Professional development for higher education faculty, partner school practitioners, and teacher candidates will increase. Professional development for higher education faculty, partner school practitioners, and teacher candidates will be relevant and of high quality.	Number of professional development offerings and number of participants (baseline and annually for the period of the project) Surveys (e.g., attitude scales or semantic differentials) of higher education faculty, partner school practitioners, and teacher candidates on availability of, participation in, and relevance and quality of professional development activities (baseline and annually for the period of the project)

Overall Five-Year Project Objectives and Indicators of Progress

Objective 4: Each of the ten Renaissance Group institutions will develop and operate partnerships that utilize the expertise and resources of private business for determining what graduates should know and be able to do, professional development, mentoring of learners, communication with the private sector and developing support for continuous improvement of education.

Expected Outcomes	Indicators	Sources, Periodicity, and Next Update
Teacher preparation programs will become more focused on learning targets important to stakeholders and supporters of public education.	Instructional units taught by teachers will increasingly include content that links learning to the world of work.	Content analysis of instructional units (annually for the period of the project)
Teacher preparation programs will obtain new and innovative strategies for professional development and mentoring.	Business partnerships for improvement of teacher education will be designed and formed at each site in the first year. Business partners will be involved in the design and development of initiatives in the second year. Business partners will be involved in the implementation and improvement of initiatives in the third year. Partnership initiatives will be expanded in the fourth year. Partnerships will be evaluated and plans will be developed for institutionalization in the fifth year. Communication links with business and the public sector will be improved.	Surveys (e.g., attitude scales or semantic differentials) of the business community gaining their input on teacher education (2000) Documentation of partnership meetings, goals, and objectives (annually for the period of the project) Documents of communications with business community (throughout the project) Interviews with business partners on their opinions of the success of the partnerships and the changes resulting from them (annually beginning in 2001)
K-16 education will obtain new and innovative strategies for communicating with their constituencies.		
K-16 education will learn new ways to gain support of policy makers.	Public confidence in teacher preparation and quality will improve.	Survey of parents and business community on the quality of teachers and teacher preparation (baseline in 2000 and annually beginning in 2002)
Financial support from the private sector for public education will increase.	Grants and gifts from private business will increase over the period of the project.	Amounts of contributions (annually for the period of the project)

Overall Five-Year Project Objectives and Indicators of Progress

Objective 5: The Renaissance Group will develop, operate and sustain an interactive network across all participating partnership institutions and their partner schools to communicate and exchange ideas, information and program materials related to improving teacher quality.

Expected Outcomes	Indicators	Sources, Periodicity, and Next Update
A large number of innovative ideas for improving teacher quality will emerge and be exchanged.	The number of publications, presentations, and project reports will increase over the period of the project.	Number and quality of products and interactions at the spring and fall conferences (each conference)
The process of program development will be accelerated.	Program development will proceed more rapidly as the networking system is implemented over the period of the project.	Number of program elements in place at each institution (baseline and annually for the period of the project)
The availability of personnel, management, and program resources will be measurably increased.	Network infrastructure will be developed at each institution, a dedicated web site will be established, and the networking system will be used for training and technical assistance in the first year. The networking system will be used for management and will be set up for resources and communication in the second year. The networking system will be used for management, resources, and communication in the third year. The networking system will be used for all aspects and will be evaluated in the fourth year. The networking system will be modified and institutionalized in the fifth year.	Extent of infrastructure at institutions (baseline and 2001) Number and kinds of programs and resources on the web site (baseline in 2000 and annually for the period of the project) Extent of use of the network for training, technical assistance, communication, resources, and research (baseline in 2000 and annually for the period of the project) Number of web site hits for different resources (baseline in 2000 and annually for the period of the project) Surveys of user satisfaction of the network (baseline and annually for the period of the project)
The confidence of ability to succeed and meet expectations will increase for university faculty, school practitioners, and teacher candidates.	Confidence among higher education faculty, school practitioners, and teacher candidates will improve.	Surveys (e.g., attitude scales) of higher education faculty, school practitioners, and teacher candidates (baseline and annually for the period of the project)

Overall Five-Year Project Objectives and Indicators of Progress

Objective 6: The Renaissance Group will develop and establish a research and dissemination program among institutions and partner schools that collects and reports data on innovative practices, addresses research questions on the relationship of teacher performance to student learning and reports progress on institutional accountability for the impact of graduates on student learning.

Expected Outcomes	Indicators	Sources, Periodicity, and Next Update
Evaluation and dissemination of program results	A research agenda data collection infrastructure will be established in the first year. At least five studies will be initiated and data collection will begin at all ten institutions in the second year. At least ten studies will be in progress and data collection will continue in the third year. Data collection will continue and at least six reports and publications will be produced in the fourth year. At least ten reports, publications, or conference presentations will be completed in the fifth year.	Extent of infrastructure for collecting data (baseline and annually for the period of the project) Number of studies initiated (annually beginning in 2001) Number of publications, reports, and presentations completed (annually beginning in 2001) Number of web site hits for communicating research (baseline and annually for the period of the project)
Conducting and reporting of research studies linking teacher performance to student learning		
Dissemination of lessons learned and best practices related to improving teacher quality		
Dissemination of records of Renaissance Group institution accountability for impact of graduates on student learning		

Appendix B
Year 1 Project Activities and Evaluation Tasks

Year 1 Project Activities and Evaluation Tasks

Objective 1

Year 1 Activities	Benchmarks	Timeline	Responsible Party	UAB CEA will...	Tasks
Assessment Coordinators (ACs) develop parameters and criteria for accountability systems.	Criteria are made available to each institution.	November 1999	Chair of Assessment Coordinators	Document the development and distribution of parameters and criteria.	16) Obtain a copy of the parameters and criteria from WKU. 17) Survey institutional ACs re: their participation, receipt and use of criteria.
Each institution forms a task force to design its accountability system.	Each of the ten institutions will have a task force that includes representation by education, arts and sciences, and partner schools.	December 1999	Assessment Coordinator	Document existence of suitable task force lists from each institution.	1) Obtain task force lists for ten institutions from WKU.
The task force at each institution prepares a draft of its accountability system design.	Each institution's draft plan meets the criteria established for accountability systems.	April 2000	Assessment Coordinator	Evaluate accountability system design drafts based on the criteria.	1) Obtain drafts from WKU. 2) Evaluate drafts based on criteria 3) Survey ACs re: participation.
The task force at each institution revises the plan based on feedback	Each institution's revision incorporates input from constituencies and from other institutions.	June 2000	Assessment Coordinator	Evaluate revised accountability system designs.	1) Obtain revised drafts with feedback from WKU. 2) Verify recommended changes were made.
Accountability system is approved by institutional deans (education and arts and sciences) and partner school officials.	Each institution will have signatures approving the accountability plans.	August 2000	Assessment Coordinator	Document approval by each institution.	1) Obtain signatures for ten institutions indicating approval of each plan from WKU.
Each institution produces and submits a final accountability plan to the project directors.	All ten institutions have submitted plans.	September 2000	Assessment Coordinator	Document the existence of ten institutional accountability plans.	1) Obtain final plans from WKU.

Year 1 Project Activities and Evaluation Tasks

Objective 2

Year 1 Activities	Benchmarks	Timeline	Responsible Party	UAB CEA will...	Tasks
TWSM training will be provided at the fall meeting of the Renaissance Group.	All lead faculty at each institution will complete TWSM training.	October 1999	Project Director	Document training.	1) Obtain training agenda, materials, and roster from WKU. 2) Survey lead faculty re: their participation.
Lead faculty at each institution will provide TWSM orientation to all faculty at each institution.	All faculty who train teachers at each institution will be oriented in TWSM.	January 2000	Institutional Coordinator and TWSM Coordinator	Document training.	1) Obtain training agenda, materials, and roster from WKU. 2) Survey teacher preparation faculty at ten institutions re: their participation.
Lead faculty at each institution will provide orientation to selected practitioners at partner schools.	Selected practitioners at partner schools will be oriented in TWSM.	June 2000	Institutional Coordinator and TWSM Coordinator	Document training.	1) Obtain training agenda, materials, and roster from WKU. 2) Survey selected practitioners at ten partner schools re: their participation.
The Western Oregon University faculty and network will provide TWSM training.	Faculty at each institution will receive training in TWSM.	September 2000	Project Director	Document training.	1) Obtain training agenda, materials, and roster from WKU. 2) Survey teacher preparation faculty at ten institutions re: their participation.

Year 1 Project Activities and Evaluation Tasks

Objective 3

Year 1 Activities	Benchmarks	Timeline	Responsible Party	UAB CEA will...	Tasks
Adapt the Eastern Michigan mentoring model to support TWSM.	Document describing adapted model and how it focuses on improving student learning.	February 2000	Del Schalock (Western Oregon) and Amy Colton (Eastern Michigan)	Evaluate adapted mentoring model for TWSM.	1) Obtain adapted model description. 2) Evaluate adapted model for focus, appropriateness, and thoroughness.
Lead faculty from each institution will receive training in the new mentoring model.	All lead faculty from each institution will complete training.	April 2000	Amy Colton and Georgea Langer (Eastern Michigan)	Document training.	1) Obtain training agenda, materials, and roster from WKU. 2) Survey lead faculty at ten institutions re: their participation.
All faculty and school practitioners who prepare teachers will receive orientation in the new mentoring model.	All faculty and school practitioners will complete orientation.	September 2000	Mentoring Coordinator at each institution	Document training.	1) Obtain training agenda, materials, and roster from WKU. 2) Survey teacher preparation faculty at ten institutions and school practitioners at partner schools re: their participation.

Year 1 Project Activities and Evaluation Tasks

Objective 4

Year 1 Activities	Benchmarks	Timeline	Responsible Party	UAB CEA will...	Tasks
Presidents, provosts, and deans of partnership institutions will orient to the purpose, nature, and elements of successful education business partnerships	Presidents, provosts, and deans produce a plan to identify and recruit business partners and bring leaders to Spring 2000 conference	October 1999	Project Director Executive Director of Kentucky School Partnership	Evaluate each institution's business partner identification and recruitment plan.	1) Obtain plans from WKU. 2) Evaluate each plan based on feasibility and appropriateness.
Presidents, provosts, and deans of ten institutions recruit local business partners to become part of the Improvement of Teacher Quality and student learning project	Universities, schools, and businesses sign partnership agreements that meet criteria for successful education business partnerships	March 2000	Provosts, deans, and institutional coordinators	Document established business partnerships.	1) Obtain signed partnership agreements of business partners for each institution via WKU.
Business partner leaders will join presidents, provosts, and deans and become trained in elements and processes of successful education business partnerships	Ten initial partnership plans for building partnerships and joint initiatives are submitted	May 2000	Institutional coordinators	Document training.	1) Obtain training agenda, materials, and roster from WKU. 2) Telephone interview selected business partners and leaders at ten institutions re: their participation.
University, school business partnerships are organized back home at each of the ten sites	Organizational structures and first-year plans for operation are submitted toward Improvement of Teacher Quality and student learning	September 2000	Provosts Institutional coordinators	Evaluate the organizational structure and first-year plans from each institution.	1) Obtain ten reports of organizational structure and ten first-year plans from WKU. 2) Evaluate structures and first-year plans.

Year 1 Project Activities and Evaluation Tasks

Objective 5

Year 1 Activities	Benchmarks	Timeline	Responsible Party	UAB CEA will...	Tasks
Institutional coordinator and school coordinators with input from other role groups establish the initial parameters of the network	Description of the elements and parameters of network approved by all sites	December 1999	Institutional coordinators School coordinators	Evaluate network elements and parameters.	1) Obtain reports from ICs and School Coordinators (SCs) via WKU. 2) Evaluate system based on site use and satisfaction.
A dedicated Website for the Improving Teacher Quality project is developed	Website operational with capacity to address the elements and parameters of approved network plan	March 2000	Dean, College of Education, University of Northern Iowa	Document an established website.	1) Obtain report re: site status from WKU. 2) Review site. 3) Survey re: use and satisfaction.
Infrastructure is established at each partnership site to connect and interact with the Website and partner institutions	Documented evidence of electronic capabilities of dedicated Website and each partnership site	July 2000	Dean at UNI Institutional coordinators at each site	Document electronic capabilities of all partnership sites.	1) Obtain report re: electronic capabilities of all websites. 2) Review of all sites. 3) Survey re: use and satisfaction.
The electronic network is pilot tested for capabilities at all ten sites	One set of documents is operational and used interactively at all sites and meets user specifications	September 2000	Dean at UNI Institutional coordinators	Document the pilot test for capability at all ten sites.	1) Obtain report re: completion of pilot test.from WKU. 2) Telephone interview ICs re: pilot test.

Year 1 Project Activities and Evaluation Tasks

Objective 6

Year 1 Activities	Benchmarks	Timeline	Responsible Party	UAB CEA will...	Tasks
Assessment coordinators develop and agree on the components and parameters of the evaluation/research system to be developed at each site	Collective plan document is ready to be shared with role groups at each Renaissance Group site	November 1999	Chair of assessment coordinators	Evaluate a collective plan for evaluation/ research.	1) Obtain collective plan from WKU. 2) Evaluate plan based on goals. 3) Survey role groups re: knowledge of and satisfaction with plan.
Member institutions develop the infrastructure to collect, share, and report evaluation/research data	Descriptions of institution infrastructures are complete and available for sharing within and among partner institutions and schools	March 2000	Assessment coordinators	Evaluate each institution's infrastructure.	1) Obtain descriptions of ten infrastructures from WKU. 2) Evaluate infrastructure descriptions.
Member institutions and partner schools develop priority evaluation/ research questions most important to improving teacher quality and student learning	List of priority evaluation/ research questions is available for sharing within and among partner institutions and schools	March 2000	Assessment coordinators Institutional coordinators	Evaluate research questions.	1) Obtain ten sets of questions from WKU. 2) Evaluate questions for focus and feasibility.
Individual site plans for evaluation/research infrastructure are shared among institutions and overall project plan is developed	Overall plan available and approved by project steering committee	April 2000	Chair of assessment coordinators Project director	Document steering committee approval.	1) Obtain overall plan. 2) Telephone interview to confirm steering committee approval.
Ten institutions and their partner schools design plans for year 2 research/data collection	Year 2 plan at each site has been approved by the local council and meets specific criteria	September 2000	Assessment coordinators Institutional coordinators	Evaluate year 2 design plans.	1) Obtain design plans. 2) Evaluate based on criteria.

Appendix C
The Renaissance Partnership for Improving Teacher Quality

The Renaissance Partnership for Improving Teacher Quality

Managed by Western Kentucky University
Roger Pankratz, Project Director

Project Overview

The Renaissance Partnership for Improving Teacher Quality Project is a five year initiative by ten institutions in nine states to advance the quality of their graduates and the teachers in their respective partner schools by focusing attention on P-12 student learning. These ten institutions collectively produce nearly 6,000 teachers per year. All are members of the Renaissance Group of institutions whose presidents, provosts, and deans have collaborated on issues of teacher preparation since 1989. These include: California State University, Fresno; Eastern Michigan University; Emporia State University; Kentucky State University; Longwood College, Virginia; Middle Tennessee University; Millersville University, Pennsylvania; Southeast Missouri State University; University of Northern Iowa; and Western Kentucky University, the grantee institution. The primary goal of these ten institutions is to become accountable for the impact of their teacher graduates on the learning of all P-12 students. The project is one of twenty-five partnerships funded in 1999 by the Teacher Quality Enhancement Grant Programs Title II Higher Education Act.

Together with their partner schools, the ten institutions have identified six teacher performance areas that if improved will significantly increase learning of P-12 students taught by graduates and teachers in partner schools and they have designed an accountability system to provide evidence of impact on student learning. The six areas include: 1) aligning instruction and assessment with state and local content standards; 2) designing instruction for all students, not just some; 3) using multiple assessment tools to plan and guide student learning; 4) using technology to enhance instruction and learning; 5) analyzing and reporting learning growth of all students; and 6) reflecting on the teaching/learning process to plan future instructions and improve performance. Preparing teachers to fully implement these six performance areas will require a paradigm shift from teaching to learning, new organizational structures, and new systems of accountability.

The ten teacher preparation institutions with the assistance of their partner schools will implement six strategies (project objectives) that will radically change how they prepare teachers in the future: 1) implement an ***accountability system*** that annually measures and reports on teacher candidates and first year graduates ability to facilitate student learning; 2) prepare teacher candidates to produce four week units of instruction (***Teacher Work Samples***) that provide credible evidence of student learning; 3) create and use ***mentoring teams*** consisting of school practitioners, arts and science faculty and teacher educators to guide the development of teacher candidates in partner schools; 4) develop ***partnerships with business*** that expand learning opportunities for P-12 students and teacher candidates; 5) develop an ***electronic network*** to communicate and share concerns, ideas, material, and results data among constituent groups at all ten sites; and 6) initiate a ***research and dissemination*** program that guides the development of Teacher Work Samples, mentoring teams, and program revision at the ten project sites.

Summary of Accomplishments in Year 1 of Partnership Project *(10/99 - 9/00)*

Objective 1 *- Development of Accountability Systems for Impact of Teacher Candidates and Graduates on Student Learning at Ten Sites*

- Developed a system to track the performance of candidates at admissions, pre-student teaching, exit and first year
- Developed instrumentation to assess impact of student teachers and first year

Objective 2 *- Development of Renaissance Teacher Work Sample Model RTWSM for ten sites*

- Provided orientation and training of teacher educators, arts and science faculty and school practitioners in RTWSM
- Developed conceptual framework, pilot teacher work sample prompt and Level III scoring rubrics

Objective 3 *- Development of Mentoring Team Model at Ten Sites*

- Developed Mentoring Team Model with adaptions for each site
- Provided orientation and training of teacher educators, arts and science faculty and school practitioners to pilot team model in Year 2

Objective 4 *- Development of University-Business Partners at Each Site*

- Identified local business partners
- Collaborated with the National Alliance of Business and Business Coalition for Education Reform to design partnership initiatives

Objective 5 *- Networking Across Sites*

- Developed a dedicated project web site at the University of Northern Iowa
- Developed a communication network between sites for Institution Coordinators, Assessment Coordinators, Teacher Work Sample Coordinators and Mentoring Team Coordinators

Objective 6 *- Established a Research Agenda to Guide the Development of Accountability Systems, Implementation of Teacher Work Samples and the Operation of Mentoring Teams*

- Developed a research agenda related to linking teacher performance to student learning
- Established framework for five studies in Year 2

Summary of Work Plan for Year of Partnership Project *(10/00 - 09/01)*

Objective 1
Baseline data will be collected at each site at four points to track teacher candidate performance and impact on student learning: admissions, third year pre-student teaching, end of student teaching (work samples), and first year teaching (survey and interview).

Objective 2
Teacher Work Samples will be piloted with a projected 150 student teachers across across all sites using the RTWSM prompt and scoring rubrics. Common scoring rubrics will be developed and training for validity and reliability will be conducted across all sites. Fifty model work samples (five at each site) will be developed by school practitioners in partner schools that show impact on student learning to be used as training tools. Practitioners will be assisted by an arts and science faculty member and a teacher educator.

Objective 3
A minimum of five mentoring teams consisting of a school practitioner, an arts and science faculty member and a teacher educator will be piloted at each site with partner schools to assist candidates and new teachers in the development of teacher work samples. Additional teams will be recruited and trained for Year 3.

Objective 2b and 3b
Each institution will examine and revise its teacher preparation program to incorporate the use of Teacher Work Samples and field mentoring teams.

Objective 4
Each site will launch at least one university-school-business partnership initiative to increase learning opportunities for teacher candidates and/or P-12 students.

Objective 5
Project web site will be expanded by 100% in all areas and obtain 100% expanded use by school practitioners, arts and science faculty and teacher educators.

Objective 6
Data will be collected and analyzed and recommendations for Year 3 development in five areas:

a. Growth changes in performance of teacher candidates
b. Growth changes in school practitioners and university faculty
c. Changes in teacher preparation programs
d. Progress and variations in the development and implementation of field mentoring teams
e. What constitutes credible evidence of teacher impact on student learning

---

For more information, contact:
Roger Pankratz, Western Kentucky University
Tate Page Hall 201
Western Kentucky University
One Big Red Way
Bowling Green, KY 42101
Email: roger.pankratz@wku.edu
or visit our project web site at: http://www.uni.edu/itq/index.html